

Callaghan College Jesmond Senior Campus

'Empowering Young Men and Women to Succeed'

Commitment * Opportunity * Respect * Excellence



Year 11



2020 School Assessment Procedures and Schedules



Introduction.....	6
<u>HSC: All my own work</u>	6
<u>Record of School Achievement (RoSA)</u>	8
<u>Minimum HSC Standards</u>	9
<u>Variation to Assessment Rules and Procedures.....</u>	9
The Higher School Certificate Program.....	10
<u>Eligibility for the Higher School Certificate</u>	10
<u>Pattern of Study</u>	10
<u>Attendance in relation to the satisfactory completion of a course</u>	11
<u>Granting of Leave.....</u>	11
<u>Acceleration</u>	11
<u>Accumulation of the Higher School Certificate (Pathways).....</u>	12
<u>Courses Studied at another School or Institution.....</u>	12
HSC Internal Assessment	13
<u>Assessment Rules and Procedures.....</u>	13
<u>Completion and Submission of Assessment Tasks.....</u>	14
<u>School Sanctioned Activities</u>	14
<u>Extensions</u>	14
<u>Illness/Misadventure</u>	15
<u>Technological Malfunction.....</u>	15
<u>Appeals.....</u>	16
Policy for Non completion of Assessment Tasks.....	16
<u>Non-Completion of Course Determination ('N' Determination).....</u>	17
<u>'N' Determination Warnings</u>	17
<u>Review of 'N' Determination.....</u>	18
Disability Provisions (for students with additional support).....	18
<u>Stage 6 Assessment Flow Chart</u>	19
Assessment of Vocational Education and Training (VET) Courses	20
<u>Competency Assessment</u>	20
<u>VET Industry Framework courses.....</u>	20
<u>Mandatory Work Placement.....</u>	21
<u>Non-Framework VET Courses</u>	21
School Assessments under Examination Conditions.....	21
Malpractice in Assessment Tasks	23
<u>Ethical Principles of Scholarship.....</u>	24
<u>Rights and Responsibilities of students.....</u>	24
<u>Malpractice and cheating.....</u>	24
<u>Plagiarism.....</u>	24
<u>Plagiarism and the Internet.....</u>	25
<u>Validity of Information</u>	25

<u>Acknowledging Sources</u>	25
<u>Referencing Methods</u>	26
<u>Copyright</u>	26
<u>Working with others</u>	26
Preliminary HSC School Assessment Calendar 2020	27
Course Assessment Schedules.....	28
ABORIGINAL STUDIES.....	28
ANCIENT HISTORY	28
BIOLOGY.....	29
BUSINESS STUDIES	29
CHEMISTRY.....	29
COMMUNITY AND FAMILY STUDIES (CAFS).....	30
DANCE.....	30
DESIGN AND TECHNOLOGY.....	30
DRAMA.....	31
EARTH AND ENVIRONMENTAL SCIENCE	31
ENGINEERING STUDIES	31
ENGLISH ADVANCED	32
ENGLISH EAL/D.....	32
ENGLISH EXTENSION 1	32
ENGLISH STANDARD	33
ENGLISH STUDIES	33
EXPLORING EARLY CHILDHOOD	33
FOOD TECHNOLOGY	34
FRENCH BEGINNERS.....	34
GEOGRAPHY	34
GERMAN BEGINNERS.....	35
INDUSTRIAL TECHNOLOGY - TIMBER	35
INFORMATION PROCESSES AND TECHNOLOGY.....	35
INVESTIGATING SCIENCE.....	36
LEGAL STUDIES.....	36
MATHEMATICS ADVANCED	36
MATHEMATICS EXTENSION 1	37
MATHEMATICS STANDARD	37
MODERN HISTORY	37
MUSIC 1	38
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE).....	38
PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING	38
PHYSICS	38
SOCIETY AND CULTURE	39
SOFTWARE DEVELOPMENT AND DESIGN	39

SPORT, LIFESTYLE AND RECREATION	39
TEXTILES AND DESIGN	40
VISUAL ARTS.....	40
VISUAL DESIGN.....	40
Assessment Schedules for VET courses	41
BUSINESS SERVICES.....	41
CONSTRUCTION PATHWAYS	42
FURNITURE MAKING PATHWAYS.....	43
HOSPITALITY – FOOD and BEVERAGE	44
HOSPITALITY – KITCHEN OPERATIONS.....	45
METAL AND ENGINEERING	46
MUSIC INDUSTRY	47
RETAIL SERVICES	48
SKILLS FOR WORK AND VOCATIONAL PATHWAYS (FSK) – 2 UNITS	49
SKILLS FOR WORK AND VOCATIONAL PATHWAYS (FSK) – 3 UNITS	50
SPORT COACHING	51
APPENDICES.....	52
Illness/Misadventure Application	53
Extension for Assessment Task Application	55
Review of Assessment Task Application	57

Introduction

This booklet is issued to all students of Callaghan College Jesmond Senior Campus (CCJSC) at the beginning of Term 1. It has been prepared to provide students and their parents/carers with information on internal (in-school) assessment for the NSW Higher School Certificate (HSC).

This document is to be read in conjunction with the NSW Educational Standards Authority (NESA) HSC Rules and Procedures - <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

Later in Term 4, when students sign their NSW Educational Standards Authority (NESA) Confirmation of Entry they certify that they have read the NESA 2021 HSC Rules and Procedures and agree to abide by these rules.

Every school is required by NESA to devise and publish their own school procedures and an assessment program for each course operating by the school, in accordance with NESA Rules and Procedures.

Students must sign an acknowledgement record when they receive each course assessment notification AND when they receive this booklet.

For students studying a course with an education provider other than CCJSC, the assessment procedures, program and marks are provided by that education provider.

Detailed information about HSC courses and how they are assessed is available at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

This booklet is also available on the school website

<http://www.jesmondcc-h.schools.nsw.gov.au>

HSC: All my own work

Students must apply the principles and practices of good scholarship to their HSC studies.

As a prerequisite to enrolment in Preliminary HSC courses students were required by NESA to complete the HSC: All My Own Work Program. This program is designed to help HSC students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information.

The programs modules are:

Scholarship Principles and Practices

- Acknowledging Sources
- Plagiarism
- Copyright
- Working with others

Students can review the modules anytime at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

Students Online is your source for information about your study from Year to the HSC.

Accessing the site - <https://studentsonline.nesa.nsw.edu.au/>

Students Online is developed and delivered by the NSW Education Standards Authority (NESA).

Activate your account

Year 10, 11 and 12 students in NSW are eligible for a Students Online account. Your school must submit an email for you to NESA for your account to be created. For most students the email address recorded will be your school email address – YOUR.NAME@education.nsw.gov.au

To activate your account go to <https://studentsonline.nesa.nsw.edu.au/go/access/> then

- Select your school
- Enter your given name(s)
- Enter your family name
- Enter your date of birth

You will then be emailed an activation link. Click on the activation link, enter your student number and then create a 6 digit pin number. If you have issues, contact your Deputy Principal to check how your details are recorded on NESA, particularly your given name and email address.

Once you have activated your account, log in with your Student Number and PIN to access your personal study details. You are able to change your address, phone number and email address yourself. This is important so that you receive your final HSC results (email/mobile) and credentials (postal address)

Your account – My Details

My Details is where you will find your personal school details. Alert your school immediately if anything is incorrect.

- Check you are enrolled in the correct courses
- See your personal HSC exam timetable
- See your results including HSC results once they are released
- Change your PIN

You are also able to generate an eRecord PDF of your results to date.

The NESA website will also help you with information regarding the following:

- HSC Rules and Processes
- HSC: All My Own Work Program
- Exam advice and resources
- HSC Key Dates and Exam Timetables
- Results and Certificates
- Record of School Achievement
- Disability Provisions

Record of School Achievement (RoSA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

The Record of School Achievement (RoSA) is the NESA credential for students who leave school **after Year 10 and before they receive their Higher School Certificate (HSC)**. The RoSA will record all courses that a student has completed (with a grade*) as well as courses that a student may be enrolled in but has not yet completed (without a grade) at the date of leaving school.

The RoSA grades for a course will be determined based on student performance in assessment tasks, as detailed in the Assessment Schedule, using the RoSA Common Grade Scale outlined below. The RoSA grade will be issued by NESA to students when they indicate they are leaving school.

RoSA Common Grade Scale for Stage 6 Courses

The Common Grade Scale shown below is used to report student achievement in Stage 6 in all NSW schools.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

*Note: Vocational (VET) courses do not receive RoSA grades.

Minimum HSC Standards

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

You need reading, writing and mathematics skills to be successful in everyday life after school.

That's why you're required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) from 2020.

All students need to meet the HSC minimum standard to receive the HSC.

To show you meet the standard you need to:

- pass the online reading test or have achieved Band 8 or above in reading in Year 9 NAPLAN
- pass the online writing test or have achieved Band 8 or above in writing in Year 9 NAPLAN
- pass the online numeracy test or have achieved Band 8 or above in reading in Year 9 NAPLAN

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school.

Students will not be excluded from sitting for their HSC exams if they have not met the standard.

Students who sit for the HSC exams without meeting the standard will have their results recorded on the Record of School Achievement (RoSA) and can still receive an ATAR for university entry.

Students who leave school and have not met HSC eligibility requirements will if eligible, receive a Record of School Achievement (RoSA), or a Transcript of Study.

Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of Achievement.

Variation to Assessment Rules and Procedures

The Principal reserves the right to alter the Callaghan College Jesmond Campus Assessment Rules and Procedures should **exceptional** circumstances present themselves. In such cases advice from NESAs will guide variations.

The Higher School Certificate Program

The Higher School Certificate (HSC) program consists of two levels, a Year 11 level and a Year 12 HSC level.

Satisfactory completion of a course in Year 11 is a **prerequisite** for entry into the same course at HSC level

At Callaghan College Jesmond Senior Campus, Year 11 courses are completed at the end of Term 3 and HSC courses begin in Term 4 of the same calendar year.

At the end of a course the Principal certifies that there is enough evidence that a student has:

- followed the course,
- applied themselves with diligence and sustained effort to the set tasks and experiences that the school provided in the course, and
- achieved some or all of the course outcomes.

Eligibility for the Higher School Certificate

To be eligible for the award of the Higher School Certificate you need to;

- be enrolled at a NSW government school, or a registered and accredited non-government school or a TAFE institute;
- study a permitted combination of courses;
- complete the requirements for each course, including any necessary practical or project work;
- complete tasks designed for the internal assessment program in each Preliminary course at your school;
- make a genuine attempt at all Year 11 assessment tasks;
- meet the minimum HSC standards in reading, writing and numeracy.

Pattern of Study

To qualify for the Higher School Certificate a student must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six (6) units of Board Developed courses
- at least two (2) units of a Board Developed course in English
- at least three (3) courses of two (2) unit value or greater (either Board Developed or Board Endorsed Courses)
- a maximum of six (6) Year 11 units and seven (7) HSC units from courses in Science
- at least four (4) subjects at both Year 11 and Year 12 HSC level

Attendance in relation to the satisfactory completion of a course

At CCJSC attendance is taken into account in determining whether a student has applied themselves with 'diligence and sustained effort'.

For post-compulsory students, Principals determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Students should not plan absences during any school term unless there are exceptional circumstances (e.g. medical operation).

The taking of holidays is not considered to be exceptional circumstances. Any requests for special consideration should be discussed with the Principal well before the date in question.

Granting of Leave

Granting of leave is a matter for the school Principal to determine.

The Principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Acceleration

Students may undertake some Year 11 and/or Year 12 courses in advance of their cohort or in less than the NESA's stated indicative times. Decisions about the acceleration of HSC students will be made by the Principal in accordance with the principles contained in the NESA *Guidelines for Accelerated Progression* (available on NESA website).

The following courses have accelerated students at CCJSC:

- Hospitality (VET)
- Metal and Engineering (VET)
- Construction (VET)

Accelerating students may count results obtained in advance of their cohort in their HSC. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

Accelerated and pathways students will be granted one day study leave in preparation for HSC Trial examinations and two days study leave per HSC examination.

Students must submit an extension form for any assessment which occurs on any of these study leave or examination days. The forms must be approved by the faculty Head Teacher. It is the responsibility of the student to ensure this process is in place.

Accumulation of the Higher School Certificate (Pathways)

Students may accumulate the HSC over a period of up to five years.

The five-year period starts in the first year a HSC course is completed. Preliminary courses may, but need not, be accumulated within this period. Students will receive a cumulative RoSA for Preliminary and HSC courses completed each year.

By the end of the period of accumulation, students must have met all Year 11 and Year 12 HSC pattern of study requirements. In subjects that include extension courses, students may accumulate by presenting the 2 unit course in one year and the extension course in a later year.

Courses Studied at another School or Institution

Schools are not required to submit internal assessments for students studying courses at a school or college other than their own.

These may include:

- courses studied at the Open High School
- Distance Education, Camden Haven High School
- The Open Training and Education Network (OTEN)
- The Department of Education Saturday School of Community Languages
- Another secondary school
- TAFE

These schools or colleges will submit the assessments. For the purpose of moderation, students will be considered as being part of the course candidature at the school or college where the course is being studied.

HSC Internal Assessment

The internal assessment of a HSC course is conducted in relation to the HSC course only.

The final assessment mark for each course represents the achievement level reached at the end of the HSC course. The assessment mark will be based on achievements measured at points throughout the course by scheduled assessment tasks as detailed in the Assessment Schedule.

Teachers will assess your actual performance not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimated marks based on other tasks. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assessments, practical activities, field work and projects.

Assessment Rules and Procedures

Assessment tasks are scheduled to be completed and submitted to teachers for marking on or before dates specified in the Assessment Schedule.

A minimum of two weeks formal notification will be given for each assessment task.

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment requirements and deadlines.

It is expected that all computer generated work should be saved in more than one location.

Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified. A teacher may request the student to submit a task by email.

In every faculty a register is maintained to indicate the date that each student receives formal notification of tasks. If a student is absent it is their responsibility to acquaint themselves with the details of any task notifications. **Students should note that a published assessment schedule date may have to be changed due to unforeseen circumstances.**

No Assessment Task will be due within two (2) week of the commencement of the HSC Trial Examination period.

Where two or more classes undertake a common in-class assessment task, classes will complete it simultaneously where logistically possible. If not, every endeavour will be made to ensure that no student is advantaged or disadvantaged.

Students are provided with formal feedback for each assessment. This may involve exemplar scripts, marking grids, verbal discussion and written advice.

A *Request for Assessment Review* can be submitted to the faculty Head Teacher if a student feels unfairly treated as a result of the process used in an assessment task. The form is included as an appendix to this document, and is available from the administration office and the school website.

Completion and Submission of Assessment Tasks

NESA requires that all courses have an Assessment Schedule and that students attempt all assessment tasks in the Assessment Schedule. With the exception of VET and Life Skills courses, an assessment grade must be submitted to NESA for each student undertaking a course.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task **may** be eligible to apply for consideration on the basis of Illness/Misadventure.

If a student is unable to complete any assessment task by the due date, the student should hand it in unfinished and receive marks according to the quality of the work done.

A student **must** sign the 'Acknowledgement of Assessment' form. In completing and signing the form the student declares that the task submitted is their own work and has not been previously submitted in any other course.

For oral or performance assessment tasks, any written component must be submitted on the date due to the class teacher. Due to time constraints of oral or performance tasks it may be necessary for the task to be timetabled over several days, however, the theory/written components **MUST** be submitted on the due date.

All tasks are due for submission **BEFORE 8.30am** on the due date, unless they are to be completed as a discrete task in a scheduled lesson on the prescribed day.

School Sanctioned Activities

Students must make prior arrangements with their class teacher or Head Teacher if attendance or assessment task requirements will be disrupted by work placement or other school sanctioned activities. They must do this as soon as it becomes evident.

Extensions

If a student is aware beforehand that they will have difficulty submitting a task by the due date, they may apply for an 'Extension' of time for submission of the task. The application must be submitted to the faculty Head Teacher at least 5 school days BEFORE the assessment due date.

A copy of the *Application for Assessment Task Extension* form is included as an appendix to this document, and is available from the administration office and the school website.

Applications for extensions should be avoided as it often means that there is less time available for the preparation of the next task. Planning ahead will usually mean that an application for extension is not necessary.

Illness/Misadventure

If a student is ill on the day an assessment task is due, or is unable to attend school through circumstances beyond their control, the student should attempt to have it delivered to the school. If circumstances arise unexpectedly and the task is unable to be submitted, the student or a parent/carer **MUST** notify the school. The student may be eligible to apply for consideration of the assessment task being submitted late.

When a student has not submitted or completed a scheduled HSC course assessment task on time due to illness, accident or misadventure the student can apply for this to be considered.

Students should discuss their grounds for consideration with the Head Teacher of the faculty concerned or the Deputy Principal.

An Illness/Misadventure Application form, with attached documentary evidence, must be made to the faculty Head Teacher within five (5) days following the specified due date for the task or by the first day of return to school after the illness or misadventure. If an application is not lodged under these conditions then the awarded mark will stand.

Non-completion and/or submission of the application will result in a mark of zero for the task.

A copy of the *Illness/Misadventure Application* form is included as an appendix to this document, and is available from the administration office and the school website.

- There is no ground for appeal against the value of the mark awarded.
- Medical certificates and/or other supplementary evidence must be provided to cover absences.

In the event of a student missing a significant number of tasks for a valid reason (eg illness or extended leave), the Principal may decide to use other assessment practices:

- An extension of time may be granted;
- A mark be awarded based on a substitute task; or
- An estimate based on other appropriate evidence (this would occur only in exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate).

Technological Malfunction

Computer failure, lost drive or any relation will *NOT* be accepted as a reason for failing to submit an assessment task.

It is expected that all computer generated work should be saved in more than one location. Besides backup to a separate device students can save their work to the school CANVAS site and attach a document to an email if they have an internet connection.

Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date.

It is recommended that students do NOT leave printing of an assessment task until the day the task is due.

Students are reminded that the technology resources of the school can be utilised if necessary.

Appeals

Students may appeal to the Appeals Committee established within the school.

If they believe the outcome of an Illness or Misadventure Application is unfair students should discuss their grounds for appeal with the Head Teacher of the faculty concerned, the Student Adviser or the relevant Deputy Principal. A written submission must be given to the Principal and Deputy Principal to begin this process.

Important:

- Where a student believes an assessment mark is incorrect they may request a review.
- NESAs guidelines of illness and misadventure shall form the basis for determination of appeals.
- If a candidate becomes ill during the course of an examination an Illness/ Misadventure Appeal must be lodged as per policy

Policy for Non completion of Assessment Tasks

Students studying a Stage 6 HSC course must make a genuine attempt at assessment tasks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

Students who do not comply with the assessment requirements in any course will be unable to satisfactorily complete Stage 6 course requirements.

In the case of extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course.

If a student: does not hand in any evidence of work by the due date or is absent from an assessment task **he / she will automatically be awarded zero**

The student may appeal to the faculty Head Teacher within 5 days following the specified due date for the task or by the first day of return to school after an absence which encompasses the due date. Students are strongly urged to supply evidence to support consideration of their claim in such circumstances.

Non-Completion of Course Determination ('N' Determination)

NESA has delegated to Principals the authority to determine if students seeking the award of the HSC at their school have satisfactorily completed a course in accordance with the requirements issued by NESA. Principals determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Students studying a HSC course must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course. Where in the professional judgement of the teacher an attempt made is not a genuine attempt, a zero mark will be awarded.

If a candidate does not genuinely attempt tasks that total more than 50% the Principal will make a Non-Completion of Course Determination ('N' Determination).

In the case of extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course.

For post-compulsory students, Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied.

While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences.

'N' Determination Warnings

If at any time it appears that a student is at risk of being given a 'N' (Non completion of course requirements) Determination in any course, including VET courses, the Principal will warn the student as soon as possible.

This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an 'N' Determination in a course.

The Principal will:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent/carer in writing (if the student is under 18 years of age);
- request from the student/parent/carer a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal will advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESA.

Review of 'N' Determination

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of an 'N' Determination must apply to the Principal by the date listed in the *Higher School Certificate Events Timetable*.
<http://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/hsc-key-dates>
- If the school upholds the appeal, the school advises NESAs by the date stipulated in the *Higher School Certificate Events Timetable*.
- If the appeal is declined, the student may appeal to NESAs. Their review will focus on whether the school has followed a process to review properly and correctly the matters before it.
- NESAs will advise the student and Principal of the outcome of any appeal as soon as possible after the Higher School Certificate examinations

Disability Provisions (for students with additional support)

Disability Provisions are available for a range of medical and learning conditions.

These are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an assessment situation.

For example:

- students with diabetes may need to monitor blood glucose levels and eat during an assessment
- students with a diagnosed anxiety disorder may need to be seated in a smaller group
- students with conditions that prevent them from reading the examination questions and/or communicating responses may require a reader and/or writer.

Students need to discuss their needs with disability provisions coordinator Mrs Kaul (Learning and Support Teacher) or Mrs Rich (Head Teacher Student Services) as soon as they aware that they may require a provision.

Although the school is able to assess and approve disability provisions for in class HSC assessments, application must be made to NESAs for the final HSC Examinations.

It is essential an application is made to NESAs in Term 4, 2020.

For pre-existing conditions, NESAs requires applications to be made before the end of Term 1, 2021.

It is the responsibility of students who have approved disability provisions, at the time of receiving an assessment task notification, to ensure their teachers make the necessary adjustments and contact Mrs Kaul to discuss their needs. This will allow time for the particular provision to be organised.

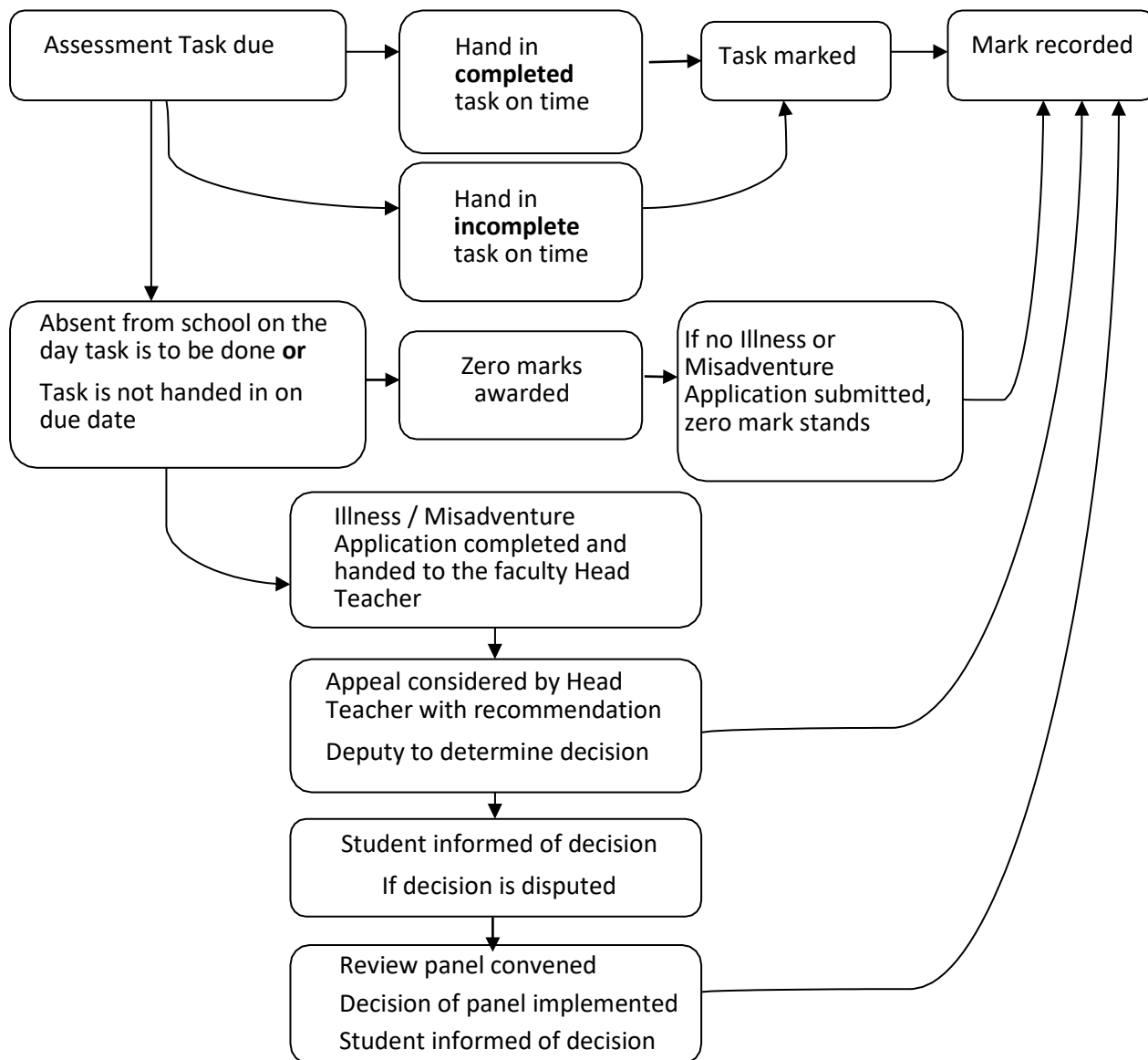
For further information go to

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Stage 6 Assessment Flow Chart

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.

Leave approval may need to be sought.



NOTE: If a student becomes ill during the course of an assessment task an Illness/ Misadventure Application form must be lodged as per policy.

Assessment of Vocational Education and Training (VET) Courses

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

VET courses are NESA developed or content endorsed courses which allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation.

VET AQF qualifications are recognised by industry and employers throughout Australia. You receive documents that report the competencies achieved and an AQF Certificate or Statement of Attainment. Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

- VET courses are competency based.
- No internal assessment mark is required, except for a Year 12 Trial examination mark.

Competency Assessment

NESA and the Australian Skills Quality Authority (ASQA) require that for each student a competency based approach to assessment be used and that the Registered Training Organisation (RTO) record the competencies achieved by students.

A student's performance is judged against a prescribed standard, not against the performance of other students. Students are assessed as either 'competent' or 'not yet competent'.

The vocational qualification received by a student will be determined by the competencies they have achieved over the two years.

For written VET course assessments at CCJSC, students are required to submit a copy (either hard copy or electronic) to their teacher by 8.30am on the due date.

For practical tasks your teacher will advise you about how documentary evidence will be recorded.

VET Industry Framework courses

Work Placement is a compulsory part of the CCJSC VET courses listed below.

- SIR 30216 Certificate II in Retail
- BSB 20115 Certificate II in Business
- CPC 20211 Certificate II in Construction Pathways
- MSF 20516 Certificate II in Furniture Making Pathways
- SIT 20416 Certificate II in Kitchen Operations
- SIT 20316 Certificate II in Hospitality
- MEM 10119 Certificate I in Engineering

The following courses are delivered at TAFE and also require mandatory work placement:

- AUR20716 Certificate II in Automotive Vocational Preparation
- UEE22011 Certificate II in Electrotechnology (Career Start)
- CUA30415 Certificate III in Live Production and Services
- HLT33115 Certificate III in Health Service Assistance
- HLT33015 Certificate III in Allied Health
- CHC33015 Certificate III in Individual Support (Aging)
- SIT306 Certificate III in Tourism

Mandatory Work Placement

These courses, whether studied at school, at TAFE or through another RTO, **include a mandatory work placement**. Students are to complete 70 hours of Work Placement over the two years.

If a student does not undertake the mandatory work placement it will be deemed that the student has not made a genuine attempt to complete course requirements.

In this case the Principal will indicate that the course has not been satisfactorily completed and the student will be issued with an 'N' Determination.

It is possible for the Principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request the 'N' Determination be withdrawn.

240-hr VET Industry Curriculum Framework courses have an optional HSC written examination. One of these written examinations can contribute to an Australian Tertiary Admissions Rank (ATAR).

The written examination is independent of the competency-based assessment undertaken during the course and has no relevance to a student's eligibility to receive AQF qualifications.

Students studying a VET course will participate in a VET orientation

Non-Framework VET Courses

The following CCJC courses are Non-Framework courses:

- Furniture Making Pathways
- Music Industry
- Sports Coaching (**Students are required to complete mandatory work placement**)
- Skills for Work and Vocational Pathways (FSK)
- Many TVET courses are also non-framework courses.

Some non-framework VET courses have mandatory work placement requirements, but most do not.

Non-framework courses do not include an optional HSC written examination and therefore cannot contribute to an ATAR.

School Assessments under Examination Conditions

In school assessments are often carried out under examination conditions. CCJC uses examination procedures modelled on those used for NES external examinations. The majority of students meet expectations.

Students need to be aware of the examination Procedures and Behaviour Code for Students. They ensure the smooth running of examinations and an environment in which all students are able to respond to the best of their ability without disruption from others.

Procedures and Behaviour Code for Students:

- **School uniform** is to be worn at all times. *This assists the supervisor to identify you as a student of this campus.*
- Bring all necessary **equipment** in a CLEAR ZIP LOCK BAG or CLEAR PENCIL CASE. A black or blue pen, pencil, pencil sharpener, eraser, highlighter and ruler marked in millimetres (mm) and centimetres (cm) are allowed in ALL examinations.
- For examinations requiring a **calculator** use only a NESAs approved calculator. Make sure it is fully charged.
- You may bring a **clear bottle of water** into the examination. You cannot leave to refill it.
- Supervisors have the right to inspect any equipment you bring into the examination room.
- Arrive at the examination room 20 minutes before examination start time. It can take some time to find your seat. A seating map will be placed on the outside of the Bini to help you.
- **Organise your transport to be on time for your examinations** - If you arrive late, it is at the supervisors' discretion to admit you to the examination.
- Sit at your allocated desk. Do not swap name place tags.
- Remove your watch and place in clear view on the desk in front of you.
- When instructed, **thoroughly check your examination paper** – it is possible that pages are missing or there has been an error in the printing.
- Reading time is for reading only. NO writing or highlighting may be undertaken during reading time.
- Read instructions carefully, noting requirements for the use of answer booklets.
- Supervisors are NOT able to interpret questions.
- Write your name or NESAs number on every page of your answer booklet or where instructed.
- Stop writing immediately you are instructed to do so.
- Arrange completed answers according to examiners instructions.
- **Do not remove examination papers** from the examination room.
- Only leave the examination room when the supervisor says it is OK to do so. Leave immediately, when instructed to do so.
- If you are ill or a problem exists during the examination notify the supervisor immediately, by quietly raising your hand.

You are not approved to:

- Borrow equipment.
- Take mobile phones or programmable watches or other electronic devices into the exam. These devices must be left in your bag, in the examination room.
- Speak or communicate to anyone other than a supervisor during the examination. Behave in a manner that is likely to disturb or disrupt other students.
- Smoke, eat, or come to examinations under the influence of alcohol or illegal drugs.
- Try to cheat or participate in any form of malpractice.
- **Students must make a serious attempt at the examination. Where it is considered that a student has made a non-serious attempt, a zero mark will be awarded, and an 'N' Warning letter issued. This could result in an 'N' determination for the course.**

If a student breaches the Code of Conduct during the examination, the school will use a **Yellow/Red Card notification system**. Students will receive one official warning (a Yellow Card) placed on their desk. Should the behaviour continue the student will be removed from the examination venue (**Red Card**) and sent to the Deputy Principal. This will result in disciplinary action.

Yellow Card: THIS IS A WARNING. You have been observed breaking the Code of Conduct. DO NOT ATTEMPT TO DISCUSS THIS NOW. The next step will be a Red Card and removal.

Red Card: You have been observed breaking the Code of Conduct. You are to leave the examination room IMMEDIATELY without disrupting others. Please report immediately to the Deputy Principal.

If you are ill or have a major problem on the morning of the examination:

Notify the Administration Office (4952 3922), the Deputy Principal or the Head Teacher Student Services as soon as possible, **and** complete and submit an Illness/Misadventure application as soon as you return to school.

Note: *Illness/Misadventure applications require documentary evidence.*

Missed examinations may be rescheduled DURING the examination period.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Malpractice in Assessment Tasks

Malpractice represents a significant breach of the ethical requirements of All My Own Work as determined by NESAs. Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.

In addition to receiving a zero award mark, all incidents of malpractice are mandatorily notified to NESAs.

Malpractice during the HSC Examinations may result in a course being withheld. This may impact HSC eligibility and ATAR eligibility.

A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the faculty Head Teacher that the submitted work in question is their own.

Ethical Principles of Scholarship

At CCJSC all students are expected to present their own work. As senior students much of your work is research based. It is expected you will follow ethical principles of scholarship.

Ethical scholarship means learning that is characterised by honesty and integrity and clearly defines:

- The work and ideas of the author/creator of the material
- The work and ideas of others
- Sources from which work is drawn

Being an ethical scholar means three things.

- Being honest and ethical
- Listing all your sources
- Using all your own work

Rights and Responsibilities of students

In ensuring the intellectual integrity of your work you have the right to expect:

- Respect from your peers and teachers
- Clear information about what is required in your assessment task and assignments
- Guidance about how to improve your work

You have a responsibility to

- understand what is required of you
- fulfil school requirements for study
- be fair and honest in all your work
- respect the rights and integrity of your peers and teachers, and
- make sure your work is your own.

Malpractice and cheating

This is about doing the wrong thing by behaving dishonestly.

Examples of malpractice and cheating are:

- copying in an examination from another student or using information secretly brought into the examination
- handing in someone else's work and saying it is your own
- making up journal entries for a project, and
- using information from the internet or elsewhere and not acknowledging the source.

Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own.

Common Forms of Plagiarism

- Downloading an assignment from an online source and submitting it as your own work.
- Buying, stealing or borrowing an assignment and submitting it as your own work.
- Copying a section of a book or an article and submitting it as your own work.
- Quoting from a source 'word for word', without using quotation marks is plagiarism.
- Copying, cutting and pasting text from an electronic source and submitting it as your own work.
- Using the words of someone else and presenting them as your own.
- Using significant ideas from someone else and presenting them as your own.
- Putting someone else's ideas into your own words and not acknowledging the source of the ideas is

plagiarism.

- Copying the written expressions of someone else without proper acknowledgement.
- Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.
- Relying too much on other people's material.

Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

Plagiarism and the Internet

The Internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'.

Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

There are an increasing number of websites that feature school assignments that students can access and download.

Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. If you are tempted to do this, please remember that teachers are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists.

Validity of Information

It is important to recognise that much information on the internet has little validity and may represent a particular view or bias.

Acknowledging Sources

The Golden Rule: Make sure your assignments are referenced correctly.

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

Why Reference? Inaccurate references or - worse still - no references at all can be regarded as plagiarism.

All school assignments must contain references; an unreferenced assignment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.

Referencing Methods

American Psychological Association (APA) referencing is the preferred method of referencing at CCJSC and is easily carried out using Microsoft Word. I Centre (Library) and Study Centre staff are able to help you with this.

Copyright

Copyright protects creative work from being used without the copyright owner's agreement. Under educational statutory licence students can:

- Copy parts of a book or journal for study or research reasons without seeking copyright permission
- Books – up to 10% of the book or one chapter
- Anthologies – One whole item/ up to 15 pages
- Journal – One article

As a student you should know copyright requirements and check copyright details of any material you wish to use.

Working with others

While you are studying for your HSC you will be asked in many courses to work with others or work on group projects or you may seek assistance from various people. It is important to make sure you do not accept inappropriate help when completing your work. For example, having someone else do your task for you.

NOTE: If All My Own Work is not complete you will not be entered into NESA for your Year 11 courses.

Preliminary HSC School Assessment Calendar 2020

Key to colours: - IN CLASS task – HAND IN task

	Term 1 2020	Term 2 2020	Term 3 2020
Week 1		Music	Music
Week 2		SDD	Physics Business Studies Society and Culture
Week 3		CAFS	CAFS Modern History
Week 4			Geography
Week 5		Engineering Studies Design & Technology IT – Timber	Biology
Week 6	Physics	Modern History Earth and environmental Science Biology	Engineering Studies Design & Technology IT – Timber SDD
Week 7	Business Studies	French Beginners Maths Advanced Maths Extension 1 Maths Standard Investigating Science German Beginners	Textiles & Design
Week 8	IPT Exploring Early Childhood Investigating Science Modern History Earth and Environmental Science Ancient History Society & Culture SLR	Food Technology Exploring Early Childhood	SLR Drama
Week 9	Chemistry English EAL/D French Beginners PDHPE Maths Advanced Maths Extension 1 Maths Standard Music Geography Food Technology German Beginners Textiles & Design	Chemistry Dance Drama English Advanced English EAL/D English Standard IPT PDHPE Legal Studies SLR	End of Course Examinations
Week 10	Dance Drama English (all courses) Photography, V & D Biology Aboriginal Studies Legal Studies	English Extension 1 English Studies Photography, V & D Visual Arts Aboriginal Studies Ancient History Visual Design	End of Course Examinations
Week 11	English Extension 1 Visual Arts Visual Design		

Course Assessment Schedules

ABORIGINAL STUDIES

Task number		Task 1	Task 2	Task 3
Module/s		Aboriginality and the Land Pre contact	Protest movement – post contact	All
Type of Task		Portfolio	Research	Examination
Submission Timing		Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9/10
Components	Weighting	30%	30%	40%
Knowledge and understanding of course content	40%	5%	5%	30%
Investigation, analysis, synthesis and evaluation of information from a variety of sources & perspectives	25%	10%	10%	5%
Research & inquiry methods, including aspects of the Major Project	20%	10%	10%	
Communication of information, ideas & issues in appropriate forms	15%	5%	5%	5%
TOTAL	100%	30%	30%	40%

ANCIENT HISTORY

Task number		Task 1	Task 2	Task 3
Module/s		Investigating history – Nature of History	Historical investigation	ALL
Type of Task		Portfolio, skills analysis, concepts	Historical investigation/ portfolio	Examination
Submission Timing		Term 1 Week 8	Term 2 Week 10	Term 3 Week 9/10
Components	Weighting	30%	30%	40%
Knowledge and understanding of course content	40%	10%	5%	25%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	10%	5%
TOTAL	100%	30%	30%	40%

BIOLOGY

Task number		Task 1	Task 2	Task 3
Module/s		Module 1	Module 3/4	Module 1 - 4
Type of Task		Depth Study – Enterprising Enzymes	Fieldtrip – Shortland Wetlands	End of Course Examination
Submission Timing		Term 1 Week 10	Term 3 Week 5 - 6	Term 3 Week 9/10
Components	Weighting			
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

BUSINESS STUDIES

Task Number		Task 1	Task 2	Task 3
Module/s		Nature of Business	Business Planning	All topics
Type of Task		Portfolio	Report	Examination
Submission Timing		Term1 Week 7	Term 3 Week 2	Term 3 Week 9/10
Components	Weighting	25%	40%	35%
Knowledge and understanding of course content	40%	10%	15%	15%
Stimulus-based skills	20%	5%		15%
Inquiry and research	20%	5%	15%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL	100%	25%	40%	35%

CHEMISTRY

Task Number		Task 1	Task 2	Task 3
Module/s		Module 1 Properties and Structure of Matter	Module 2 & 3 Quantitative Chemistry & Reactive Chemistry	All Modules
Type of Task		Research Report	Depth Study	End of Course Examination
Submission Timing		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10
Components	Weighting			
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

COMMUNITY AND FAMILY STUDIES (CAFS)

Task Number		Task 1	Task 2	Task 3
Module/s		Individuals & Groups Resource Management	Families and communities	All Cores undertaken
Type of Task		Research	Research and application	Final Examination
Submission Timing		Term 2 Week 3	Term 3 Week 3	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	40%	5%	15%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	30%	20%	10%
TOTAL	100%	35%	35%	25%

DANCE

Task Number		Task 1	Task 2	Task 3
Module/s		Core Performance	Core Composition	Major Study
Type of Task		Presentation of Dance & Self-Analysis	Presentation of Work and Process Diary	Presentation of Major Work and Research
Submission Timing		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9/10
Components	Weighting			
Performance	20%	30%		10%
Composition	20%		20%	10%
Appreciation	20%		10%	20%
TOTAL	100%	30%	30%	40%

DESIGN AND TECHNOLOGY

Task Number		Task 1	Task 2	Task 3
Module/s		Designer Case Study	Preliminary Project	All modules, topic areas
Type of Task		Report	Report	End of Course Examination
Submission Timing		Term 2 Week 5	Term 3 Week 6	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	20%	30%	10%
TOTAL	100%	30%	40%	30%

DRAMA

Task Number		Task 1	Task 2	Task 3
Module/s		Performance Project	Directors Portfolio	Group Performance
Type of Task		Presentation of work(s) and logbook	Written response to research	Performance and Exam
Submission Timing		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8/9
Components	Weighting			
Making	40%	10%	20%	10%
Performing	30%	10%		20%
Critically Studying	30%	10%	10%	10
TOTAL	100%	30%	30%	40%

EARTH AND ENVIRONMENTAL SCIENCE

Task Number		Task 1	Task 2	Task 3
Module/s		Module 4 : Human Impacts	Module 1 : Earth's Resources	All Modules 1 - 4
Type of Task		Depth Study: Introduced Species, Report Presentation	First- Hand Investigation: Practical Examination	End of Course Examination
Submission Timing		Term 1 Week 8	Term 2 Week 6	Term 3 Week 9/10
Components	Weighting			
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

ENGINEERING STUDIES

Task Number		Task 1	Task 2	Task 3
Module/s		Braking Systems	Bio Engineering	All modules, topic areas
Type of Task		Engineering Report	Engineering Research Paper	End of Course Examination
Submission Timing		Term 2 Week 5	Term 3 Week 6	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	60%	10%	15%	40%
Knowledge and skills in research, problem solving, and communication related to engineering practice	40%	20%	20%	
TOTAL	100%	30%	30%	40%

ENGLISH ADVANCED

Task Number		Task 1	Task 2	Task 3
Module/s		Reading to Write	Module A: Narratives That Shape Our World	Module B: Close Study of Text
Type of Task		Writing Portfolio Critical, imaginative, reflective	Multimodal Presentation and Discursive Response	Yearly Examination Short answer response, extended response
Submission Timing		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	50%	10%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	20%
TOTAL	100%	25%	40%	35%

ENGLISH EAL/D

Task Number		Task 1	Task 2	Task 3
Module/s		Module A: Language, Texts and Contexts	Module B: Close study of Text	Module A Module B Module C
Type of Task		Writing and Speaking Multi Modal	Extended Response	Yearly Examination Listening Task
Submission Timing		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH EXTENSION 1

Task Number		Task 1	Task 2	Task 3
Module/s		Text, Culture and Value	Text, Culture and Value	Text, Culture and Value
Type of Task		Imaginative Portfolio	Multimodal Tutorial Presentation	Yearly Examination Critical and Creative
Submission Timing		Term 1 Week 11	Term 2 Week 10	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of complex texts and of how and why they are valued	50%	10%	15%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	20%	20%
TOTAL	100%	25%	35%	40%

ENGLISH STANDARD

Task Number		Task 1	Task 2	Task 3
Module/s		Reading to Write	Module A: Contemporary Possibilities	Module B: Close Study of Text
Type of Task		Writing Portfolio Critical, imaginative, reflective	Multimodal Presentation Group Task -Film	Yearly Examination Short answer response Extended Response
Submission Timing		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	50%	10%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	20%
TOTAL	100%	25%	40%	35%

ENGLISH STUDIES

Task Number		Task 1	Task 2	Task 3
Module/s		Elective 1: Achieving through English	Elective 2: Landscapes of the mind	Elective 3: We are Australian
Type of Task		E-Portfolio	Multimodal Task	Examination Multiple choice Extended Response Creative
Submission Timing		Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	50%	20%	15%	15%
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 	50%	20%	15%	15%
TOTAL	100%	40%	30%	30%

EXPLORING EARLY CHILDHOOD

Task Number		Task 1	Task 2	Task 3
Module/s		Pregnancy and Childbirth	Child growth and development	Examination
Type of Task		Case study	Written report	Examination
Submission Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10
Components	Weighting			
Knowledge and Understanding	65%	20%	20%	25%
Skills	35%	15%	15%	5%
TOTAL	100%	35%	35%	30%

FOOD TECHNOLOGY

Task Number		Task 1	Task 2	Task 3
Module/s		Food Availability and selection	Food Quality	Nutrition
Type of Task		Research /Case study	Practical activity +Written task	Formal Examination
Submission Timing		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	40%	10%		30%
Knowledge and skills in designing, researching, analysing and evaluating	30%	10%	10%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	10%	20%	
TOTAL	100%	30%	20%	30%

FRENCH BEGINNERS

Task Number		Task 1	Task 2	Task 3
Module/s		Introducing Myself and Family life	Home Life and My Neighbourhood	School Life and Education
Type of Task		Listening and responding to texts Interview	Responding to reading texts and Blog	Preliminary Examination
Submission Timing		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9
Components	Weighting			
Listening	30%	20%		10%
Reading	30%		20%	10%
Speaking	20%	10%		10%
Writing	20%		10%	10%
TOTAL	100%	30%	30%	40%

GEOGRAPHY

Task Number		Task 1	Task 2	Task 3
Module/s		Biophysical interactions	Senior Geography Project	All
Type of Task		Research	Report	Examination
Submission Timing		Term 1 Week 9	Term 3 Week 4	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	40%	5%	15%	20%
Geographical tools and skills	20%	5%	5%	10%
Geographical inquiry and research, including fieldwork	20%	10%	10%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL	100%	25%	40%	35%

GERMAN BEGINNERS

Task Number		Task 1	Task 2	Task 3
Module/s		Me and my family	People, places and communities	School life and all modules covered
Type of Task		Respond to listening text and oral presentation	Respond to written texts and compose written texts.	Preliminary Examination
Submission Timing		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9/10
Components	Weighting			
Listening	30%	20%		10%
Reading	30%		20%	10%
Speaking	20%	10%		10%
Writing	20%		10%	10%
TOTAL	100%	20%	20%	30%

INDUSTRIAL TECHNOLOGY - TIMBER

Task Number		Task 1	Task 2	Task 3
Module/s		Industry Case Study	Preliminary Project	All modules, topic areas
Type of Task		Written Report	Practical and Folio	End of Course Examination
Submission Timing		Term 2 Week 5	Term 3 Week 6	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in the design, management, communication and production of projects	60%	10%	30%	20%
TOTAL	100%	20%	40%	40%

INFORMATION PROCESSES AND TECHNOLOGY

Task Number		Task 1	Task 2	Task 3
Module/s		Information Systems	Information Tools	All modules, topic areas
Type of Task		Research/Survey	Folio	End of Course Examination
Submission Timing		Term 1 Week 8	Term 2 Week 9	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	60%	10%	20%	20%
Knowledge and skills in the design and development of information systems	40%	20%	20%	10%
TOTAL	100%	30%	40%	30%

INVESTIGATING SCIENCE

Task Number		Task 1	Task 2	Task 3
Module/s		Modules 1 & 2	Modules 2 & 3	All Modules 1 - 4
Type of Task		Depth Study practical Investigation	Graphing Skills	End of Course Examination
Submission Timing		Term 1 Week 8	Term 2 Week 7	Term 3 Week 9/10
Components	Weighting			
Skills in working scientifically	65%	25%	25%	15%
Knowledge and understanding of course content	35%	5%	5%	25%
TOTAL	100%	30%	30%	40%

LEGAL STUDIES

Task Number		Task 1	Task 2	Task 3
Module/s		Legal System	Individual and the Law	All
Type of Task		Portfolio	Research essay	Examination
Submission Timing		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9/10
Components	Weighting	30%	35%	35%
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and evaluation	20%	5%	5%	10%
Inquiry and research	20%	10%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	10%	5%
TOTAL	100%	30%	35%	35%

MATHEMATICS ADVANCED

Task Number		Task 1	Task 2	Task 3
Module/s		Basic Algebra, Arithmetic, Equations & Surds, Functions & Graphs	Trigonometry & Real Functions	All Year 11 Topics
Type of Task		Open Book/ Class Test	Assignment/Presentation	End of Course – Formal Assessment
Submission Timing		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9/10
Components	Weighting			
Understanding, fluency and communication	50%	15%	15%	20%
Problem-solving, reasoning and justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

MATHEMATICS EXTENSION 1

Task Number		Task 1	Task 2	Task 3
Module/s		Basic Algebra, Arithmetic, Equations & Surds, Functions & Graphs	Further Trigonometry	All Year 11 Topics
Type of Task		Open Book/ Class Test	Assignment Presentation	End of Course Formal Assessment
Submission Timing		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9/10
Components	Weighting			
Understanding, fluency and communication	50%	15%	15%	20%
Problem-solving, reasoning and justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

MATHEMATICS STANDARD

Task Number		Task 1	Task 2	Task 3
Module/s		Formulae & Equations, Money Matters, Applications of Measurement	Uses of Statistics – An Internet Research Assignment	All Year 11 Topics
Type of Task		Open Book/Class Test	Formative Assignment	End of Course – Formal Assessment
Submission Timing		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9/10
Components	Weighting			
Understanding, fluency and communication	50%	15%	15%	20%
Problem-solving, reasoning and justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

MODERN HISTORY

Task Number		Task 1	Task 2	Task 3
Module/s		Investigating Modern History/Case study	Historical investigation	Yearly Examination – Case studies, shaping of the Modern world, investigating Modern History
Type of Task		Portfolio - skills and concepts	Research portfolio	Examination
Submission Timing		Term 1 Week 8	Term 3 Week 3	Term 3 Weeks 9/10
Components	Weighting	35%	35%	30%
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%	5%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	10%	5%
TOTAL	100%	35%	35%	30%

MUSIC 1

Task Number		Task 1	Task 2	Task 3
Module/s		Music for TV/film/radio	Australian Music	Music for small ensemble
Type of Task		Performance Musicology	Musicology Composition	Aural Performance
Submission Timing		Term 2 Week 1	Term 3 Week 1	Term 3 Week 10
Components	Weighting			
Aural	25%			25%
performance	25%	10%		15%
Musicology	25%	10%	15%	
Composition	25%		25%	
TOTAL	100%	20%	40%	40%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Task Number		Task 1	Task 2	Task 3
Module/s		Better Health for Individuals	The Body in Motion	All cores and options undertaken
Type of Task		Research and in class quiz	Research and in class quiz	Final Examination
Submission Timing		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating	60%	25%	25%	10%
TOTAL	100%	35%	35%	30%

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Task Number		Task 1	Task 2	Task 3
Module/s		Digital Diary 10 tasks	Digital Diary 10 tasks & Three (3) quality prints	Digital Diary Five (5) basic Skills, Minor Work, Final Web Design
Type of Task		Stop Motion Animation	Surfest	Dreamweaver Web Design
Submission Timing		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10
Components	Weighting			
Practical	70%	25%	20%	15%
Theoretical	30%	5%	5%	10%
TOTAL	100%	30%	25%	25%

PHYSICS

Task Number		Task 1	Task 2	Task 3
Module/s		Module 1	Module 4	Module 1 - 4
Type of Task		Depth Research Task Magnetism	Practical Test Ohm's Law	End of Course Examination
Submission Timing		Term 1 Week 6	Term 3 Week 2	Term 3 Weeks 9/10
Components	Weighting			
Skills in working scientifically	60%	25%	25%	10%
Knowledge and understanding of course content	40%	10%	10%	20%
TOTAL	100%	35%	35%	30%

SOCIETY AND CULTURE

Task Number		Task 1	Task 2	Task 3
Module/s		The Social and Cultural World	Personal and Social Identity	All
Type of Task		In class test -	Research Task	End of course Examination
Submission Timing		Term 1 Week 8	Term 3 Week 2	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	50%	15%	10%	25%
Application and evaluation of social and cultural research methods	30%	5%	15%	10%
Communication of information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL	100%	25%	35%	40%

SOFTWARE DEVELOPMENT AND DESIGN

Task Number		Task 1	Task 2	Task 3
Module/s		Hardware and Software	Programming	All modules, topic areas
Type of Task		Research and Code	Project	End of Course Examination
Submission Timing		Term 2 Week 2	Term 3 Week 6	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	50%	10%	10%	30%
Knowledge and skills in the design and development of software solutions	50%	10%	30%	10%
TOTAL	100%	20%	40%	40%

SPORT, LIFESTYLE AND RECREATION

Task Number		Task 1	Task 2	Task 3
Module/s		Games and Sports Applications	Resistance Training Fitness	Healthy Lifestyles Games and Sports Applications
Type of Task		Practical skills Game Play	Program writing and application, Theory Quiz	Practical skills, Game Play Theory Quiz
Submission Timing		Term 1 Week 8	Term 2 Week 9	Term 3 Week 8
Components	Weighting			
Knowledge and Understanding	50%	10%	20%	20%
Skills	50%	20%	15%	15%
TOTAL	100%	30%	35%	35%

TEXTILES AND DESIGN

Task Number		Task 1	Task 2	Task 3
Module/s		Design	Properties and Performance	All modules
Type of Task		Portfolio	Practical Project	End of course examination
Submission Timing		Term 1 Week 9	Term 3 Week 7	Term 3 Week 9/10
Components	Weighting			
Knowledge and understanding of course content	50%	10%	10%	30%
Knowledge and skills in research, problem solving and communication in the production of projects	50%	20%	30%	
TOTAL	100%	30%	40%	30%

VISUAL ARTS

Task Number		Task 1	Task 2	Task 3
Module/s		Minor Work and Theory Booklet	Modernist Research	Art Criticism and History
Type of Task		Practical	Theoretical	End of Course Examination
Submission Timing		Term 1 Week 11	Term 2 Weeks 10	Term 3 Week 9/10
Components	Weighting			
Art making	50%	25%	25%	
Art criticism and art history	50%	5%	15%	30%
TOTAL	100%	30%	40%	30%

VISUAL DESIGN

Task Number		Task 1	Task 2	Task 3
Module/s		Graphics Portfolio	Design Portfolio	Review
Type of Task		Practical	Presentation	Practical
Submission Timing		Term 1 Week 11	Term 2 Week 10	Term 3 Week 9
Components	Weighting			
Knowledge and Understanding	20%	5%	5%	10%
Skills	80%	25%	25%	30%
TOTAL	100%	30%	30%	40%

Assessment Schedules for VET courses

BUSINESS SERVICES

COURSE: **BSB 20115** Certificate II in Business Services

Assessment Events for Certificate II in Business BSB20115			Event 1	Event 2	Event 3	Event	Event	Event
						Preliminary Half Year Exam*	Event Work Placement 1*	Preliminary Yearly Exam*
			Date: 27/3/2020 Week 9 Term 1	Date: 3/7/2020 Week 10 Term 2	Date: 28/8/2020 Week 6 Term 3	Date: Week Term	Date: TBA Week Term 3	Date: TBA Week 9-10 Term 3
Event	Code	Unit of Competency						
WHS	BSBWHS201	Contribute to health and safety of self and others	X			Not Applicable		
	BSBITU211	Produce digital text documents						
	BSBITU307	Produce digital text documents						
Working in a Business environment	BSBIND201	Work effectively in a business environment		X		Not Applicable		
	BSBITU211	Produce digital text documents						
	BSBITU307	Develop keyboarding speed and accuracy						
Finance and spreadsheets	BSBITU212	Create and use spreadsheets			X	Not Applicable		
	TLIP2029	Prepare and process financial documents						

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

CONSTRUCTION PATHWAYS

COURSE: **CPC 20211** Certificate II in Construction Pathways

COURSE: **Preliminary Construction 2020**

Assessment Events for Certificate II Construction Pathways CPC20211		Course Prerequisite	Event 0	Event 1	Event 2	Work Placement *	Yearly Exam*
		Construction GIT	Literacy and numeracy skills assessment	Carpentry 7 Joinery Field	Workplace Communication		
		Date: Week: 10 Term: 1	Date: Week: 2 Term:1	Date: Week: 10 Term: 3	Date: Week: 10 Term:2	Date: Week: 5-6 Term: 3	Date: Week: 9-10 Term: 3
Code	Unit of Competency						
CPCCWHS1001	Work safely in the construction Industry	X					
CPCCCM1015A	Carry out measurements and calculations**			X			
CPCCCM2001A	Read and interpret plans and specifications**			X			
CPCCCM1013A	Plan and organise work**			X			
CPCCOHS2001A	Apply OHS requirements, policies and procedures**			X			
CPCCCA2011A	Handle carpentry materials			X			
CPCCCA2002B	Use carpentry tools and equipment			X			
CPCCJN2001A	Assemble components			X			
CPCCJN2002B	Prepare for off-site manufacturing processes			X			
CPCCCM1014A	Conduct workplace communication				X		

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESAs reporting requirements.

*** Selected units only to be confirmed by your teacher.**

**** Your assessor will gather evidence for these units from this assessment. Evidence is required from other assessment events**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

FURNITURE MAKING PATHWAYS

COURSE: MSF 20516 Certificate II in Furniture Making Pathways

Assessment Events for Certificate II Furniture Making Pathways MSF20516		Event 1	Event 2	Event 3	Event 4
		Practical Mathematics	Hall Table	Career Planning /Sustainability	Side Table
		Term 1 2020 Week 1-4	Term 1 2020 Week 5-10 Term 2 2020 Week 1-10 Term 3 2020 Week 1-8	Term 3 2020 Week 1-8	Term 1 2021 Week 1-10 Term 2 2021 Week 1-10 Term 3 2021 Week 1-8
Code	Unit of Competency				
MSFGN2001	Make measurements and calculations	X			
MSFFP2006	Make simple timber joints		X		
MSFFP2003	Prepare surfaces		X		
MSFFM2002	Assemble furnishing components		X		
MSMPCI103	Demonstrate care and safe practices at work		X		
MSMSUP106	Work in a team		X		
MSFFP2002	Develop a career plan for the furnishing industry			X	
MSMENV272	Participate in environmentally sustainable work practices			X	
MEM16008A	Interact with computing technology			X	
MSFFP2001	Undertake a basic furniture making project				X
MSFFM2003	Select and apply hardware				X
MSFFP2005	Join materials used in furnishing				X

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II Furniture Making Pathways MSF20516, or a Certificate II Furniture Making Pathways MSF20516.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

HOSPITALITY – FOOD and BEVERAGE

COURSE: **SIT 20316** Certificate II in Hospitality

Assessment Events for Hospitality Food and Beverage Delivery Strategy A SIT20316 Certificate II Hospitality		Topic quiz	Event No. 1	Event No. 5	Event No. 3	Half Yearly Exam*	Work Placement
		Online	Brekky Brunch	E-Portfolio check 1	Light Bites		
		These quizzes combined with event assessments will determine outcome of units	Date: Week: 9 Term 2 2020	Date: Week: 6 Term: 3 2020	Date: Week: Term:1 2021	Date: Week: Term:	Date: Week: Term:
Code	Unit of Competency						
SITXWHS001	Participate in safe work practices	Term 1 Wk 6	✓	Portfolio check and feedback on students skill and knowledge development			
SITXFSA001	Use hygienic practices for food safety	Term 1 Wk 11	✓				
BSBWOR203	Work effectively with others		✓				
SITHCCC006	Prepare appetisers and salads	Term 3 Wk 2			✓		
SITHCCC002	Prepare and present simple dishes	Term 3 Wk 7			✓		
SITHCCC001	Use food preparation equipment		✓		✓		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards a Certificate II in Hospitality SIT20316.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA/reporting requirements.

***Events pending RTO approval.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

HOSPITALITY – KITCHEN OPERATIONS

COURSE: SIT 20416 Certificate II in Kitchen Operations

Assessment Events for Hospitality Kitchen Operations SIT20416 Certificate II in Kitchen Operations		Topic Quiz	Event No. 1	Event No.7	Event No. 4	Half Yearly Exam*	Work Placement	Yearly Exam*
		Online	Breaky Brunch	E-Portfolio check 1	Light Bites			
		These quizzes combined with event assessments will determine outcome of units	Date: Week: 9 Term 2 2020	Date: Week: 8 Term: 3 2020	Date: Week:9 Term:3 2020	Date: Week: Term:	Date: Week: Term:	Date: Week: Term:
Code	Unit of Competency							
SITXWHS001	Participate in safe work practices	Term 1 Wk 6	✓	Portfolio check and feedback on students skill and knowledge development				
SITXFSA001	Use hygienic practices for food safety	Term 1 Wk 11	✓					
BSBWOR203	Work effectively with others	Term 3 Wk 3			✓		✓	
SITHCCC002	Prepare and present simple dishes	Term 3 Wk 9			✓			
SITHCCC006	Prepare appetisers and salads				✓			
SITHCCC001	Use food preparation equipment		✓		✓			
SITXINV002	Maintain the quality of perishable items							

*Event is RTO pending

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards a Certificate II in Kitchen Operations SIT20416.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA/reporting requirements. *Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

METAL AND ENGINEERING

COURSE: MEM 10119

Certificate I in Engineering

Assessment Events for Certificate I in Engineering MEM10119		Event 1	Event 2	Event 3	Event 4	Work Placement **	Prelim Yearly Exam*
		Engineering induction	Working safely	Routine workshop operations	Measurement & calculations		
		Date: Week: 4 Term: 1- 2020	Date: Week: 10 Term 1 - 2020	Date: Week: 10 Term: 2 - 2020	Date: Week: 8 Term: 8 - 2020		
Code	Unit of Competency						
N/A	Manufacturing, engineering and related service industries induction	X					
MEM13014A	Apply principals of occupational health and safety in the work environment		X				
MEM11011B	Undertake manual handling		X				
MEM14004A	Plan and undertake a routine task			X			
MEM18801C	Use hand tools			X			
MEM18002B	Use power tools / hand held operations			X			
MEM12023A	Perform engineering measurements				X		
MEM12024A	Perform computations				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Engineering MEM10105 or a Statement of Attainment towards a Certificate I in Engineering MEM10105

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA/reporting requirements.

***Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

MUSIC INDUSTRY

COURSE: CUA 30915 Certificate III in Music

Assessment Events for Certificate III in Music CUA30915			Event 1	Event 2	Event 3	Event 4
			Music industry	The performance	Music and technology	The recording
Cluster	Code	Unit of Competency	Date: Term 2 Week 4	Date: Term 3 Week 8	Date: Term 2 Week 2	Date: Term 3 Week 5
Event 1 – The Music Industry	BSBWHS201 CUACMP301 CUAIND303	Contribute to health and safety of self and others Implement copyright arrangements Work effectively in the music industry	X			
Event 2 – The Performance	CUAMPF302 CUAMPF303 CUASOU301	Prepare for performances Contribute to backup accompaniment Undertake live audio operations		X		
Event 3 - Music and Technology	CUAMPF305 CUAMCP303	Develop improvisation skills Develop simple musical pieces using electronic media			X	
Event 4 – The Music Demo	CUAMPF304 CUAMCP301 CUAMLT302	Make a music demo Compose simple songs or musical pieces Apply knowledge of style and genre to music industry practices				X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Music CUA30915 or a Statement of Attainment towards a Certificate III in Music CUA30915.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

RETAIL SERVICES

COURSE: **SIR 30216 Certificate III in Retail**

COURSE: **Preliminary 2020 Retail Services (120 hours)**

Student Competency Assessment Schedule

Preliminary/120hr outcome: Statement of attainment

Assessment Events for Certificate III in Retail SIR30216		Event No. 1	Event No. 2	Event No. 3	Half Yearly Exam*	Work Placement	Yearly Exam*
		There's no I in team	Better safe than sorry	Cash me outside			
		Date: Week: 6 Term: 1 2020	Date: Week: 10 Term 1 2020	Date: Week: 6 Term: 2 2020	Date: Week: 8 Term: 2	Date: Week: TBA Term:	Date: Week: 9/10 Term: 3
Code	Unit of Competency						
SIRXIND001	Work effectively in a service environment	✓					
SIRXCOM002	Work effectively in a team	✓					
SIRXWHS002	Contribute to workplace health and safety	✓					
SIRXIND002	Organise and maintain the store environment		✓				
SIRXCEG001	Engage the customer		✓				
SIRXCEG002	Assist with customer difficulties			✓			
SIRXCEG003	Build customer relationships and loyalty			✓			

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a Statement of Attainment towards **SIR30216 Certificate III in Retail**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

SKILLS FOR WORK AND VOCATIONAL PATHWAYS (FSK) – 2 UNITS

COURSE: **FSK 20113 - Statement of Attainment towards Certificate II Skills for Work and Vocational Pathways**

Assessment Events for Certificate II in Skills for Work and Vocational Pathways FSK20113		Event 1	Event 2	Event 3
		My Portfolio: Forming/Storming	My Portfolio: Norming/Performing	Career Planning
		Due: Week: 10 Term: 1 2020	Due Week: 10 Term: 2 2020	Due Week: 9 Term: 3 2020
Code	Unit of Competency			
BSBITU211	Produce digitally processed documents	X		
BSBWHS201	Contribute to WHS of self and others	X		
FSKLRG09	Use strategies to respond to routing workplace problems	X		
FSKOCM07	Interact effectively with others at work	X		
FSKWTG09	Write routine workplace texts	X		
FSKNUM14	Calculate with whole numbers and familiar fractions decimals and percentages for work		X	
FSKNUM15	Estimate, measure and calculate routine metric measurements for work		X	
FSKRDG10	Read and respond to routine workplace information		X	
FSKRDG09	Read and respond to standard operating procedures		X	
BSBWOR204	Use business technology		X	
FSKLRG10	Use routine strategies for career planning			X
FSKWTG07	Write routine formal workplace texts			X

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards a **Certificate II in Skills for Work and Vocational Pathways FSK20113**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

SKILLS FOR WORK AND VOCATIONAL PATHWAYS (FSK) – 3 UNITS

COURSE: **FSK 20113** Certificate II in Skills for Work and Vocational Pathways

Assessment Events for Certificate II in Skills for Work and Vocational Pathways FSK20113		Event 1	Event 2	Event 3
		My Portfolio: Forming/Storming	My Portfolio: Norming/Performing	Career Planning
		Due Week: 10 Term: 1 2020	Due Week: 10 Term: 2 2020	Due Week: 9 Term: 3 2020
Code	Unit of Competency			
BSBITU211	Produce digitally processed documents	X		
BSBWHS201	Contribute to WHS of self and others	X		
FSKLRG09	Use strategies to respond to routing workplace problems	X		
FSKOCM07	Interact effectively with others at work	X		
FSKWTG09	Write routine workplace texts	X		
FSKNUM14	Calculate with whole numbers and familiar fractions decimals and percentages for work		X	
FSKNUM15	Estimate, measure and calculate routine metric measurements for work		X	
FSKRDG10	Read and respond to routine workplace information		X	
FSKRDG09	Read and respond to standard operating procedures		x	
BSBWOR204	Use business technology		X	
FSKLRG10	Use routine strategies for career planning			X
FSKWTG07	Write routine formal workplace texts			X
BSBINM202	Handle Mail			x
FSKDIG03	Use digital technology		X	
FSKOCM04	Use oral communication skills to participate in workplace meetings		X	
FSKLRG11	Use routine strategies for work related learning			X

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Skills for Work and Vocational Pathways FSK20113** or a **Statement of Attainment towards a Certificate II in Skills for Work and Vocational Pathways FSK20113**.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

SPORT COACHING

COURSE: SIS 20513 Certificate II in Sports Coaching

Assessment Events for SIS20513 Certificate II in Sport Coaching			Event 6	Event 7	Event 8	Event 9	Event	Event
							Event Work Placement	Event Exam**
			Date: 7/2/2020 Week 2 Term 1	Date: 27/3/2020 Week 9 Term 1	Date: 24/7/2020 Week 1 Term 3	Date: 11/9/2020 Week 8 Term 3	Date: Week Term	Date: Week Term
Cluster	Code	Unit of Competency						
	SISSBSB201A	Teach fundamental basketball skills	✓					
	SISSBSB202A	Teach fundamental basketball tactics and game strategy	✓					
	SISSBSB205	Interpret and apply the rules of basketball	✓					
	SISSSDE201	Communicate effectively with others in a sport environment		✓				
	SISSSOF101	Develop and update officiating knowledge		✓				
	SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills			✓			
	SISXCAI101A	Provide equipment for activities			✓			
	SISXIND211	Develop and update sport, fitness and recreation industry knowledge				✓		

Depending on the achievement of units of competency, the possible qualification outcome is a SIS20513 Certificate II in Sport Coaching or a Statement of Attainment towards a SIS20513 Certificate II in Sport Coaching

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

APPENDICES

In this Assessment Booklet you will find a copy of the following:

- Illness/Misadventure Application
- Extension for Assessment Task Application
- Review of Assessment Task Application

Abbreviations used in this document:

CCJSC	Callaghan College Jesmond Senior Campus
HSC	Higher School Certificate
NESA	NSW Educational Standards Authority
VET	Vocational Education and Training
RoSA	Record of Student Achievement
NAPLAN	The National Assessment Program – Literacy and Numeracy
ASQA	Australian Skills Quality Authority

This booklet provides students and their parents with information about internal assessment for the NSW Higher School Certificate and should be read in conjunction with the NSW Educational Standards Authority (NESA) 2020 HSC Rules and Procedures.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

The information in this booklet was current at the time of printing, 19 December 2019



Callaghan College Jesmond Senior Campus

'Empowering Young Men and Women to Succeed'

Illness/Misadventure Application

This form is to be completed by a student when they have NOT submitted or completed a HSC or Preliminary course assessment task on time due to an illness, accident or misadventure

Name: _____

Year: 11 – 12

Course: _____

Class: _____

Course Teacher: _____

Assessment Task: _____

Due Date: _____

Date submitted: _____

Date Returned: _____

I, _____ hereby apply for consideration due to illness/misadventure.

My reason/s for requesting Illness/Misadventure consideration:

Documentary evidence must be provided, except in exceptional circumstances

- Illness Leave Misadventure Medical Certificate Parental contact
 Counsellor's report Statutory declaration Other: _____

In lodging this application for consideration I assure the Principal that I am not seeking unfair advantage over other students in the course.

Student signature: _____

Date: _____

Parent / Carer signature: _____

Date: _____

Submit this document, with documentary evidence attached, to the Faculty Head Teacher.

(The decision will be recorded on the back of this form)

Head Teacher Recommendation

- Substitute task to be completed New date: _____
- Extension without penalty New date: _____
- Estimate mark based on evidence
- Reason/s unacceptable

Clarification:

Application and documentary evidence to Deputy Principal for decision

Deputy Principal Decision

I have noted the above request and ACCEPT / DECLINED the consideration for Illness/Misadventure.

Student notified of decision

Student signature: _____ **Date:** _____

Head Teacher signature: _____ **Date:** _____

Deputy Principal signature: _____ **Date:** _____

Application and documentary evidence to Student File



Callaghan College Jesmond Senior Campus

'Empowering Young Men and Women to Succeed'

Extension for Assessment Task Application

This form is to be completed by a student when they have prior knowledge of not being able to meet to assessment task due date.

Name: _____

Year: 11 – 12

Course: _____

Class: _____

Course Teacher: _____

Assessment Task: _____

Due Date: _____

I, _____ hereby apply for an extension of time for the above task.

My reason/s for requesting an extension:

Excursion Leave Illness Work Placement Other: _____

Documentary evidence must be provided, except in exceptional circumstances

Illness Leave Misadventure Medical Certificate Parental contact
 Counsellor's report Statutory declaration Other: _____

In lodging this application for consideration I assure the Principal that I am not seeking unfair advantage over other students in the course.

Student signature: _____ Date: _____

Parent / Carer signature: _____ Date: _____

Submit this document, with documentary evidence attached, to the Faculty Head Teacher.

(The decision will be recorded on the back of this form)

Head Teacher Recommendation

Valid reason, extension without penalty

New date: _____

Reason/s unacceptable

Clarification:

Application and documentary evidence to Deputy Principal for decision

Deputy Principal Decision

I have noted the above request and ACCEPT / DECLINED the consideration for Extension.

The task will now be submitted on or before:

Date: _____

Time: _____

Student notified of decision

Student signature: _____

Date: _____

Head Teacher signature: _____

Date: _____

Deputy Principal signature: _____

Date: _____

Application and documentary evidence to Student File



Callaghan College Jesmond Senior Campus

'Empowering Young Men and Women to Succeed'

Review of Assessment Task Application

This form to be completed by a student when they believe an assessment mark may not be correct.

Name: _____ Year: 11 – 12
Course: _____ Class: _____
Course Teacher: _____
Assessment Task: _____ Due Date: _____
Date Submitted: _____ Date Returned: _____

I, _____ hereby apply for a review of the above task.

My reason/s for requesting a review:

Student signature: _____ Date: _____

Submit this document to the Deputy Principal with responsibility for your year group within five (5) school days of the return of this assessment task.

(The decision will be recorded on the back of this form)

Head Teacher Recommendation

Task to be remarked

Other: _____

No alteration to mark

Mark confirmed as correct

Clarification:

Application to Deputy Principal for decision

Deputy Principal Decision

I have noted the above request and ACCEPT/DECLINED the consideration for an Assessment Review.

Student notified of decision

Student signature: _____

Date: _____

Head Teacher signature: _____

Date: _____

Deputy Principal signature: _____

Date: _____

Application and documentary evidence to Student File
